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ABSTRACT

This study was conducted to learn about the impact and extent of Corporate Tuition Reimbursement (CTR) in Cuyahoga County, Ohio. Tuition is a factor in Ohio because tuition is charged in the community colleges. Literature on the trends in income sources in higher education and the shift to older part-time students are reviewed. Ten CTR policies of major employers in the Cuyahoga County district were analyzed. Nine of the 10 companies had CTR plans which reimbursed employees 50 percent-100 percent of their tuition fees. Three of the companies reimbursed registration fees and laboratory fees as well. Requirements for length of service, supervisor approval, type of courses taken, and maximum course load are noted. The potential student market these companies' employees represent and possible avenues of further investigation into the field of CTR and its possible influence on the future of Cuyahoga Community College are discussed. A model CTR plan including philosophy, rationale, eligibility requirements, reimbursement rates, limitations, and procedures is provided for corporations interested in initiating their own CTR plans. (AH)

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A Descriptive Study of the Tuition Reimbursement Policies of Ten Major Corporations in Cuyahoga County, Ohio

by

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A practicum presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

December, 1974

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Forward

While attending the 1973 Nova University Ed. D. Summer Institute, for Community College Administrators and Teachers, this author heard one of the speakers mention, almost as an aside, that the most recent contract between the United Auto Workers and the automobile manufacturers included a comprehensive tuition reimbursement clause. Somehow, this news stimulated the author to review and try to discover the extent of Tuition Reimbursement Programs in the marketing area of Cuyahoga Community College.

This study represents the first "peek into the bag". We have collected about two dozen tuition reimbursement policies from local Cleveland industries. We have searched about three dozen books and journals. Eric was contacted and we were told that Eric has nothing "on file" in the area of Corporate Tuition Reimbursement. So -- for our readers, we present a first effort, on our part, to learn about the impact and extent of Corporate Tuition Reimbursement in Cuyahoga County, Ohio.

Ohio, unlike some other states, charges Community College students tuition. The charge at Cuyahoga Community College is $7.70 per quarter hour. Who pays it? What influence does the source of tuition money have on the institution? It was questions like these which stimulated the author's interest. Perhaps in the months to come we will be able to fully understand the impact of Corporate Tuition Reimbursement. We hope so - - - -.

Kermit Lidstrom, M.A.
Cleveland, Ohio

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Mr. Edward Porter	-	Ferro Corporation
Mr. Irving Lacy	-	Harris Corporation
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Mr. Robert Straham	-	Midland-Ross Corporation
Mr. J. Barry Huelsman	-	Parker-Hannifin Corporation
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The Title

A Descriptive Study of the Tuition Reimbursement Policies of Ten Major Corporations in Cuyahoga County, Ohio.

The Statement of the Problem

The discussion of the role of a community college continues. Recently, Fisher and Gollattscheck suggested that community colleges could best be viewed as cooperatives. They explain by saying:

> "The concept of a cooperative offers insights as to how a community college may work together with the community to develop a community-based educational program. The rationale for establishing a community college is the same as for a business cooperative. Organizations, groups and individuals within the community pool their resources (taxes), establish a framework, and provide an organization to meet the needs they could not meet alone. The community college is then charged with serving the needs of the community (the members of its cooperative) in return for their support."[1]

Fisher and Gollattscheck insist that the cooperative model would best help the community college to see its role as a comprehensive, dynamic, community-based educational institution.

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1 Olin R. Fisher, Jr. and James F. Gollattscheck, "Valencia Community College as an Educational Cooperative", Community and Junior College Journal, Vol. 45, No. 10, November 1974, pp. 12-15.

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Clearly, these authors and those who preceded them suggest many roles for the community college. As one reads and listens to "the experts" it becomes evident that each community college differs in its mission, clientele, and structure. Sensing this, we can presume, that to plan appropriately, there is a need for local data, on tuition reimbursement, that is realiable and valid.

The financial support of the college is based on the pooling of funds (taxes and tuition). Considerable data is readily available on the source of taxes. Little is known concerning the source of tuition for students at Cuyahoga Community College - Metropolitan Campus.

Importance of the study

At Cuyahoga Community College - Metropolitan Campus four specific themes suggest a need for this study.

1. It appears that the working "part-time" student has become the typical student at Cuyahoga Community College - Metropolitan Campus.

2. There are occasional clues which suggest that knowledgeable high school seniors seek out corporate employers who offer tuitional reimbursement.

3. As inflation continues the source of tuition funds becomes a matter of paramount importance.

4. Hard data on the possible source of "new students" could be immensely helpful to the Admissions Department.

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Purpose of the study

Effective decision making requires that input information used for decision making be reliable and valid. Course offerings and the time courses are offered must be client targeted. The college needs to know what are the philosophies, purposes and details of current practices concerning corporate tuition reimbursement. With this in mind, this study presents the following:

1. A description of ten corporate tuition reimbursement policies in the marketing area of Cuyahoga Community College.

2. A model tuition reimbursement policy, which can be used by corporate employers, who wish to institute a tuition reimbursement plan.

Procedures

1. Approval was requested and received from the Chairman of the Business Department to do this study.

2. The literature on tuition reimbursement was reviewed.

3. Ten corporations were contacted and:
   a) The Personnel Officer was visited.
   b) If the company had a tuition reimbursement plan, a copy of the tuition reimbursement policy was secured.
   c) The investigator was able to discuss, with the Personnel Officer, problems of finance, management, and control of tuition reimbursement programs.

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4. The investigator visited the Director of Institutional Research and Planning to request and secure year-by-year age distribution data of Cuyahoga Community College students at the Metropolitan Campus.

5. The final report was prepared and submitted to:
   a) Nova University
   b) Dr. James Lorion--Cluster Coordinator
   c) The Dean of Science and Technology
   d) The Chairman of the Department of Business
   e) The Dean of Admissions and Records
   f) The Director of Institutional Research and Planning
   g) The Corporate Personnel Officers involved.

Background and Significance of the Study

In June 1973, The Carnegie Commission on Higher Education published an in-depth study of the financing of higher education. The study was titled, "Higher Education: Who pays? Who benefits? Who should pay?" Early on, the commission succinctly presented the theme of the report in this statement:

> "From the point of view of individual and national welfare, higher education is one of the most important quantitative services in the United States. Quantitatively, colleges and universities account for expenditures totaling about one-fortieth of our national production of goods and services--2.5 percent. How higher education is financed is of substantial significance to millions of individuals and to society as a whole."[2]

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2 The Carnegie Commission on Higher Education, Higher Education: Who Pays? Who Benefits? Who Should Pay? (New York: McGraw-Hill Book Company, 1973), pp. 1.

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Although considered the most exhaustive review of the financing of higher education, to date, The Carnegie Commission when reviewing tuition did not mention Corporate Tuition Reimbursement Programs. The impact of Corporate Tuition Reimbursement Programs looms ever larger as we view the future. Enrollments are leveling in many schools and in some, generally private schools, enrollments have fallen to critical levels. The press of inflation has yet to be fully comprehended. Tuition costs will undoubtedly rise as trustees seek added cash flow, as a way of easing the burden of balancing budgets.

The Carnegie Commission reported that tuition represents 30% of the educational income of institutions of higher education.[3] Further, the commission recommends a reevaluation of tuition policy to gear it more to the actual costs of education by level of training.

Newman, when discussing cost effectiveness, said:

> "Growing public resentment over the cost of education has led state governments to intensify budget procedures, While it may be possible to decide in the state capitol how many teaching assistants there will be, it is impossible to decide there how to achieve cost-effective learning. Line-item budgeting may reduce expenses; it will not likely find a better way to teach a subject."[4]

Thus inflation as well as philosophy may force tuition upward. Table 1 outlines Educational Income 1930 to 1970 as reported by the commission.[5]

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3 ibid., pp. 56.

4 The task force funded by The Ford Foundation, Frank Newman, Chairman. Report On Higher Education (Washington D.C.: U.S. Department of Health, Education and Welfare 1971), pp. 7.

5 The Carnegie Commission, pp. 56.

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Table 1
Educational Income of Higher Education

	1929-30	1939-'0	1949-50	1959-60	1969-70
State and local government	39.8%	33.3%	35.3%	41.1%	45.0%
Federal government	2.0	7.4	25.8	11.7	14.7
Tuition and fees	35.1	38.1	25.2	31.3	29.9
Endowment earnings	16.7	13.5	6.1	5.6	3.1
Gifts	6.4	7.7	7.6	10.3	7.3
	100.0%	100.0%	100.0%	100.0%	100.0%

As we view educational financing and who pays, it is of interest to look at the role and impact of "the new student". Most authors define the "new student" as older, part-time and employed. This would suggest that the "new student" is a growing source of F.T.E. and a market which as yet is not well understood. Since Corporate Tuition Reimbursement is a portion of most major corporate compensation plans we see the need to develop a knowledge of the degree and depth of rebate usage by the "new student".

Questions of; who needs what kind of education and when are difficult to answer. Clearly some 18-year olds are simply not ready. Many 18-year olds are aware of the need to delay their entry into college. Some see the need for further education after they have had job experience. The general growth of evening divisions and the upward shift of average age may be real clues. These data may reveal what is to come and could answer from an institutional view "when" the student will enroll. It appears that time off between high school and

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college provides, for some, "breathing space" and a chance to organize career decisions. Perhaps the 18-year old views this time as, life learning, with the certain assurance that he can enter the college stream at a later date, using corporate funds rather than his own. In this way the critical factor in answering "when" may be a function of finance.

Over the last six years the age distribution of students at the Metro Campus of Cuyahoga Community College has shifted slowly, but constantly to the older student. This shift is presented in Table 11. Most significant is the change in the 18-21 year old group. The change from 50.7% in 1968 to 35.3% in 1973 suggests the realness of the "new student" at Cuyahoga Community College.

Table 11
Age Distribution of Students at Cuyahoga Community College-Metropolitan Campus[6]

Age	1968	1969	1970	1971	1972	1973
18 - 21	50.7%	52.4%	45.6%	43.0%	40.9%	35.3%
22 - 25	17.2	17.2	21.2	24.2	25.4	24.4
26 - 29	10.3	10.7	11.0	10.9	11.8	15.1
30 - 39	12.9	11.2	12.5	13.5	13.9	16.5
40 - 59	8.8	8.3	9.4	8.1	7.6	8.3
60 Plus	.1	.2	.3	.3	.4	.4

6 This data was provided by Richard C. Roscoe, Director of Institutional Research and Planning, District Office, Cuyahoga Community College.

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Although initially designed for white-collar groups, such as engineers and managers, corporate tuitional rebate programs presently offered generally cover all full time employees. The notion that courses must be "job related" to be eligible for tuition rebate has broadened in recent years. Employees now are able, as a rule, to receive rebate if the curriculum undertaken will help prepare them for advancement within the company. When sample tuition rebate programs are analyzed several items reoccur as benefits of a company rebate program. The most frequent are these:

1. Makes for better-informed and more valuable employees.
2. Helps the employee help himself in developing his potentialities.
3. Increases morale, decreases turnover, and cuts training costs.
4. Aids in recruiting new employees.
5. Fosters better community relations.[7]

Participating Companies	Number of Local Employees
American Greeting Corporation	2,780
Bobbie Brooks Incorporated	1,200
Central National Bank	1,800
Cleveland Trust Bank	3,600
Ferro Corporation	2,000
Harris Corporation	12,000
Lubrizol Corporation	1,200
Midland-Ross Corporation	1,500
Parker-Hannifin Corporation	1,200
Reliance Electric Company	3,500
Total Local Employees	30,780

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7 The Bureau of National Affairs, Personnel Management, (Washington, 1973), pp. 501-507.

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Findings

Extent of Tuition Reimbursement Plans[8]

American Greeting Corporation	-	No plan
Bobbie Brooks Incorporated	-	50% reimbursement
Central National Bank	-	50% reimbursement
Cleveland Trust Bank	-	100% reimbursement
Ferro Corporation (from 70 to 100%)	-	Based on grades
Harris Corporation	-	75% reimbursement
Lubrizol Corporation	-	100% reimbursement
Midland-Ross Corporation	-	100% reimbursement
Parker-Hannifin Corporation	-	100% reimbursement
Reliance Electric Company	-	100% reimbursement

Occupational Groups Eligible for Tuition Reimbursement

American Greeting Corporation	-	----
Bobbie Brooks Incorporated	-	No data
Central National Bank	-	Full time employees
Cleveland Trust Bank	-	Full time employees
Ferro Corporation	-	Full time employees
Harris Corporation	-	Full time employees
Lubrizol Corporation	-	Full time employees
Midland-Ross Corporation	-	Full time employees
Parker-Hannifin Corporation	-	Full time employees
Reliance Electric Company	-	Full time employees

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8 This data refers to undergraduate courses

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Length-of-Service Requirement

American Greeting Corporation	-	----
Bobbie Brooks Incorporated	-	No data
Central National Bank	-	None
Cleveland Trust Bank	-	3 months
Ferro Corporation	-	None
Harris Corporation	-	None
Lubrizol Corporation	-	None
Midland-Ross Corporation	-	None
Parker-Hannifin Corporation	-	None
Reliance Electric Company	-	None

Other Requirements

Employee must receive approval from his supervisor before enrollment - - - - - - - - - - - - - - - - - - 6 of 9

Employee must not be receiving other aid for the same courses - 5 of 9

Courses taken must be job related to qualify for tuition reimbursement - - - - - - - - - - - - - - - - 6 of 9
(Lubrizol Corporation will reimburse 100% of the tuition if the course is job related and 50% of the tuition if the course is not job related)

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Reliance Electric Company provides that employees, otherwise eligible, can be requested to defer study programs to a later date, to allow the employee time and energy for a new job responsibility.

Load Limitations

Central National Bank	-	6 semester hours or 8 quarter hours
Ferro Corporation	-	No more than two courses
Reliance Electric Company	-	7 semester or quarter hours

Dollar Limits

Ferro Corporation	A - 100% reimbursement B - 90% reimbursement C - 80% reimbursement D - 70% reimbursement F - No reimbursement

Reimbursement of fees

Lubrizol Corporation, Harris Corporation and Reliance Electric Company pay laboratory and registration fees.

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Undergraduate tuition costs

In discussion, with local personnel officers, one of the growing concerns, often expressed, was the dynamic inflation of tuition. Several firms are considering placing a dollar limit on the amount of tuition reimbursement an employee can receive in a single year. This possibility is understandable when one becomes aware that a standard course of "Introduction to Business" costs $23.10 at Cuyahoga Community College and costs $276.00 at Case Western Reserve University. Table III presents a picture of the wide range of tuition charges among local universities and colleges.

Table III
Tuition Costs at the Nine Universities and Colleges in Cuyahoga County

Baldwin Wallace University	-	$54.00/quarter hour
Case Western Reserve University	-	$92.00/semester hour
Cleveland State University	-	$21.00/quarter hour
Cuyahoga Community College	-	$ 7.70/quarter hour
Dyke College	-	$45.00/semester hour
John Carroll University	-	$60.00/semester hour
Notre Dame College	-	$50.00/semester hour
St. Johns College	-	$60.00/semester hour
Ursuline College	-	$50.00/semester hour

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Conclusions

Tuition Reimbursement appears to be a dominant benefit in most compensation plans of large corporations in Cuyahoga County. Based on the data in this report, if one half of the employees of the nine corporations, with tuition reimbursement, would register for one three-credit hour course, during an academic year, 3000 F.T.E. would result.

Certain shifts are occuring in community college clientele. Cuyahoga Community College shares in and is part of this changing scene. We note the following facts:

1. Enrollment at Cuyahoga Community College - Metropolitan Campus has stabilized at about 10,000 students.

2. The median age of the student body has year by year been shifting to an older student and now averages 24 years of age.

3. Corporate Tuition Reimbursement Programs are wide spread, and generous, among local industry.

4. 25% of the educational income at Cuyahoga Community College is secured from tuition fees.

5. 60% of the students at Cuyahoga Community College register for less than 12 quarter hours per quarter.

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Cuyahoga Community College needs to understand the extent and impact of Corporate Tuition Reimbursement. If the "Body Corporate" pays a substantial portion of the tuitional income, we suspect that this provides influence on learning choice and, in an indirect way, affects the process of curriculum development. If Community Colleges can adjust to anything, surely it is demand of popular product. It could be, that in a subterranean way business and technical courses are popular because that's what companies will pay for, when they send their employees, to our schools. If this is indeed the case, we need to know this, and understand in order to repond effectively. We see no bliss in ignorance and suggest that hard data is vital.

Questions

In viewing the foregoing data several questions become paramount.

1. To what extent are the students at Cuyahoga Community College "new students"?

2. What percent of the students are receiving Corporate Tuitional Rebate?

3. Is the college presenting its "wares" to the right demography?

4. Is the College Recruitment Program addressing the "new student"?

These questions and more suggest the need to secure more data. It is the intent of this author to view further study of "the new student" and to what extent Corporate Tuition Reimbursement pays the way, as a possible major research project.

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Recommendations

It is recommended that this author continue and expand the study of tuitional reimbursement. Further, a task force should be created to insure that once produced the information is effectively used. The task force, we suggest, would include representatives from, but not be limited to:

1. Institutional research
2. Admissions and records
3. Public relations
4. Administration

The charge to the task force would be to:

1. Compile a complete description of the tuition reimbursement plans available in Cuyahoga County.

2. Determine the best method for exploiting this source of F.T.E.

3. Design an opporational program, complete with budget and personal, whose mission shall be to insure that any employee who works for a corporation with tuition reimbursement, is aware of the opportunities for learning at Cuyahoga Community College.

4. Provide guidance to corporations who do not have tuition reimbursement policies. This would include the procedures for creating, controlling and maximizing the establishment of a tuition reimbursement policy.

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A Model Tuition
Reimbursement Plan

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( ) Policy Guide
Subject: Tuition Reimbursement
Effective date: ( )

Approved by: _____
( ) - President

Statement of Philosophy

Human development, at ( ) is the continuing process of providing those learning resources which help an employee or group of employees become better able to function as harmonious human beings. Skills, attitudes, and competentcies, in a global way, affect the company, the community, and the economy. As an interacting group of humans every employee at ( ) owes it to himself and those around him to develop his own abilities to the fullest extent possible.

Rationale

( ) believes that employees who seek to learn and grow is knowledge, should be encouraged because:

1. Humans lose their luster when they are denied intellectual stimulation.

2. ( ) will always need a reserve of qualified employees to facilitate the process of internal promotions.

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Elizibility

To be elizible, for tuition reimbursement, a ( ) employee must:

1. Be a permanent full time employee with 12 or more months of tenure.

2. Remain as a full time employee for the duration of the course of study.

3. Complete the course of study with a "C" grade or better; or complete the course of study with a "pass" grade if the pass/fail grading system is used.

Percent of Tuition Reimbursed

Academic courses, taken at an accredited institution, qualify subject to the following requirements:

1. 100% of the tuition is reimbursed if the course of study provides training which, in the judgment of ( ), will make a direct contribution to the employee's present job responsibilities or prepare the employee for future responsibilities to which the employee may be reasonably promoted.

2. 50% of the tuition is reimbursed if the course of study is not related to the employee's present or foreseeable work.

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Limitations

1. Tuition reimbursement is limited to two courses of study per semester or quarter, and may not exceed 6 semester hours or 8 quarter hours.

2. Tuition reimbursement will not be made for tuition covered by the G.I. Bill or other scholarships.

3. ( ) will not reimburse the costs of:

   a) entrance fees
   b) laboratory fees
   c) student parking fees
   d) textbooks
   e) supplies
   f) transportation
   g) library fees and fines

4. Courses must be taken off-the-job and not during the employees working hours.

5. In some instances, an employee, otherwise eligible, may be requested to defer a course of study to a later date in order that the employee may devote time and energy to a new work procedure or assignment.

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Procedure

1. Full time employees eligible for tuition reimbursement may secure tuition reimbursement applications from the Personnel Department.

2. Tuition reimbursement applications must be approved by the employees supervisor.

3. The approved application must be submitted to the Personnel Department for final approval at least two weeks prior to the first day of class.

4. Within thirty days after satisfactory completion of the course or courses, the employee must submit evidence of tuition paid and an official grade report to the Personnel Department.

5. The Personnel Department will forward a voucher for the tuition reimbursement to the Manager-General Accounting. The supporting documents will be filed in the employees personnel folder.

Taxes

The United States Internal Revenue Service has ruled that tuition reimbursement is a form of wages; therefore, the Payroll Department is required to withhold tax and report payment on the employees annual W-2 statement.

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